

Dear Parents/Carers,

Thank you to all who have completed our Parental Survey regarding the period of remote learning and settling the children back to school/nursery. I am writing today to share the collated responses. We received responses from 49 parents which is approximately one third of the full parent body.

Where parents were invited to leave comments, I am only feeding back on points that were raised by two or more people. But please know I have read and considered all points. A few parents took the opportunity of the survey to raise concerns about decisions made at a national level. While I am interested in the points raised, I would remind parents that I can't influence national decisions and so any action taken in response to the survey will be at a school level.

Almost all parents responding (96%) agreed with: Did the information you received about the remote learning offer in January help you to know what to expect? And this: During the period of remote learning, have you known who you can contact for help and support and how to do so?

Just over half of parents responding (53%) told us they had already offered feedback by email and almost of them (92%) felt that their feedback was responded to either individually or through a collated response.

Just over half of parents responding (53%) told us they had contacted school for help or support during the period of remote learning, and almost all of these parents felt the response was prompt (96%) and helpful (92%).

The majority of parents responding (78%) felt their child stayed connected with their class and teacher (or keyworker in the case of Nursery children) during the period of remote learning.

A few parents (10%) expressed a view that more live calls would have been helpful here.

Those parents who did feel their child stayed connected well gave the following examples were given of what had helped particularly well:

- Daily contact from staff on Teams and Seesaw
- Regular live sessions and chat (messaging) on teams
- Individualised feedback from staff
- Daily check-ins

Most parents responding (81%) agreed that school supported their child's wellbeing during the period of remote learning?

A few parents (4%) expressed a view that there had not been enough check-in with regards to wellbeing. A different 4% expressed a view that more live interaction online would have better supported wellbeing.

The following examples were given of what had helped particularly well:

- Offer to connect parents with parents of friends
- Staff responding to children's work
- Face to Face contact
- Good communication
- Knowledge that parents can contact school for help if needed
- Good staff presence online and responsiveness to questions
- Positive feedback
- No pressure or enforced deadlines
- Variety of tasks offered
- Assemblies
- Staff showing understanding to individual circumstances

Almost all parents responding (92%) agreed with this statement: Has the school supported your child's learning during the period of remote learning?

A few parents (4%) expressed a view that more structure would have been helpful.

The following examples were given of what had helped particularly well:

- Daily work
- Encouragement
- Face to Face time
- Variety of tasks and methods used
- Pre-recorded videos
- Good organisation of the learning offer
- Seesaw
- Sumdog
- Teams
- Regular communication
- Feedback
- Knowing staff were available for support
- Being able to collect reading books
- Variety

The majority of parents responding (76%) agreed with this statement: Has your child made progress with their learning during the period of remote learning? 8% were unsure.

47% of parents responding told us they had a child in Nursery-P3

Of this group, almost all (96%) commented positively on how their child had settled back from 22nd February. When asked what we could do to support over the next few weeks the common themes were:

- keep doing what you're doing
- Challenge and support learning
- Assess and address gaps

- Feedback to parents on how children are settling
- Focus on wellbeing and relationships

69% of parents responding told us they had a child in P4-7?

Of this group, almost all (94%) agreed with: If your child asks a question on Teams in the chat facility (or sends an email to ask a question) is there a prompt response from a staff member?

All of the parents responding told us their child had attended at least some of the Teams meetings (video calls)? 26% of the group told us their child had only attended some calls and identified the following barriers:

- Child reluctant to attend
- The session conflicting with other family commitments
- Issues with device availability or Wi-Fi connection

50% of P4-7 parents responding told us they had received information about how the P4-7 remote learning model compares to the way we teach in school and found it helpful.

When asked what else we can do to help children in P4-7 over the next few weeks, the common themes were:

- Support the return to school by giving reassurance and reminders before they come back
- Keep going as you are
- Continue to deliver live teams meetings and use these to discuss the return
- Keeping giving enough work online until the return so that they are ready for full day of learning

I have shared this collation of feedback with staff and we are considering the majority views expressed in shaping our work moving forward. I am also collating the views expressed by the P4-7 children and will share this with them as well as with you and staff.

I would like to thank all parents for their ongoing support and I encourage you to contact me directly with any further issues that arise.

Kind regards

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